

Indiana Department of Education

2011 Fine Arts Textbook Adoption Scoring Rubric

EXPLORING MUSIC GRADE 1

Exploring Music in Grade 1 is based on the Indiana Academic Standards for Music. Students are provided a balanced, comprehensive music curriculum that is developmentally appropriate in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community.

Exploring Music Grade 1 Checklist

Standard 1 – Performing Music: Signing alone and with others

Students sing a variety of songs in expanding ranges and dynamics with appropriate tone quality, good posture, and steady tempo.

- ___ 1.1.1 Match simple pitch patterns in expanding ranges.
- ___ 1.1.2 Maintain good posture and a steady beat while singing.
- ___ 1.1.3 Sing at contrasting dynamic levels with appropriate tone quality.
- ___ 1.1.4 Sing short memorized songs from various cultures.

Standard 2 – Performing Music: Playing an instrument alone and with others

Students play short patterns using body percussion and pitched and non-pitched classroom instruments. They maintain a steady tempo when playing with a group.

- ___ 1.2.1 Echo short melodic and rhythmic patterns.
- ___ 1.2.2 Maintain a steady beat on a percussion instrument while playing in a group.
- ___ 1.2.3 Hold classroom instruments correctly and play with the proper technique.

Standard 3 – Creating Music: Improvising melodies, variations, and accompaniments

Students sing, play instruments, and use movement to improvise musical phrases including questions, responses, and ostinatos.

- ___ 1.3.1 Respond to sung or played musical questions by singing and using body percussion, found items, and instrumental sounds.
- ___ 1.3.2 Improvise a short rhythm to be echoed by classmates.
- ___ 1.3.3 Improvise a short ostinato to sing or play with a familiar song.

Standard 4 – Creating Music: Composing and arranging music within specified guidelines

Students create short rhythmic and melodic patterns and accompaniments to short literary examples.

- ___ 1.4.1 Independently create and perform short rhythmic and melodic patterns with teacher guidance using the voice, body percussion, found items, or classroom instruments.
- ___ 1.4.2 Cooperatively plan and perform rhythmic and melodic material to accompany a poem using a variety of sound sources.

Standard 5 – Responding to Music: Reading, notating, and interpreting music

Students read basic rhythms and pitches using syllables and utilizing relevant examples from repertoire. They identify quarter and eighth notes and quarter rests.

- ___ 1.5.1 Read and perform simple four-beat patterns with quarter notes, eighth notes, and quarter rests using rhythm syllables.
- ___ 1.5.2 Notate quarter notes, eighth notes, and quarter rests using iconic or standard notation.
- ___ 1.5.3 Use body percussion and movement to demonstrate rhythmic patterns.
- ___ 1.5.4 Read simple pitch patterns from a staff using solfège and hand signs and demonstrate pitch placement with body movement.

Standard 6 – Responding to Music: Listening to, analyzing, and describing music

Students identify similarities and differences in music and qualities of various sounds. They identify and demonstrate appropriate listening behavior.

- ___ 1.6.1 Show changes in tempo, dynamics, and mood using movement in response to music.
- ___ 1.6.2 Identify various vocal, instrumental, and environmental sounds.
- ___ 1.6.3 Identify phrases of a song as same or different and listen for repetition of phrases.
- ___ 1.6.4 Identify and demonstrate appropriate listening behavior during a classroom or outside performance.

Standard 7 – Responding to Music: Evaluating music and music performances

Students discuss the role of music in their lives and evaluate classroom music activities.

- ___ 1.7.1 Discuss the place and personal importance of music at home, at school, and in the community.
- ___ 1.7.2 Discuss and evaluate classroom music activities based on established criteria.

Standard 8 – Responding to Music: Understanding relationships between music, the other arts, and disciplines outside the arts

Students identify and express concepts common to music and other disciplines. They discover the importance of various activities in more than one context.

- ___ 1.8.1 Discover musical terms and concepts such as pattern and line that are also used in other disciplines and express them through moving, drawing, or other appropriate means.

- ___ 1.8.2 Describe the importance of activities such as listening, reading, and moving that occur in music class and other curricular areas.

Standard 9 – Responding to Music: Understanding music in relation to history and culture

Students identify functions of music and experience music of various historical periods and cultures. They identify known musicians.

- ___ 1.9.1 Identify various uses of music in the community and examples of music used for special occasions.
- ___ 1.9.2 Experience music from various historical eras and cultures through singing, listening, or moving.
- ___ 1.9.3 Identify some known musicians in the community or media.